College Readiness Program
APPLICATION OUTLINE AND FORMS

A. Establishing a Commitment and Partnerships:

- ❑ **FORM A1— Commitment Signature Page**. Lead LEA signature page and
- ❑ **FORM A2—School Site Staff:** One signature page per CRP Cluster School.
- ❑ **Cluster Narrative**: One page

B. Evaluation and Goal Setting for the CRP:

- ❑ **School/District(s) Information Narrative:** One narrative for each school
- ❑ **FORM B—CRP Vision Document**: One per CRP Cluster School

C. Development of the First Year Implementation Plan

- ❑ **FORM C— CRP Implementation Plan:**

Teacher Support:	Content Knowledge	1 template per school
	Instructional Strategies	1 template per school
	Classroom Practices	1 template per school
Student Support:	Academic Achievement	1 template per school
	Support Services	1 template per school
School/District Policies and Practices		1 template per school
Instructional Resources		1 template per school
Parent/Community Involvement		1 template per school

D. Continuous Improvement of the CRP Effectiveness

- ❑ **Effectiveness Narratives**: One page per CRP cluster school
                                    One page for the CRP Cluster as a whole.
- *Note: No form is provided to complete this section.*

E. Budget Summary and Justification

- ❑ **FORM E—CRP Proposed Budget Summary for Year 1:**
    One page per Cluster Budget justification for expenditures or additional funding.

2000-2001 COLLEGE READINESS PROGRAM (CRP)

CLUSTER COLLABORATION:
COMMITMENT SIGNATURE PAGE

We accept the conditions of this grant and agree to the CRP Cluster Collaboration efforts of the 2000-2001 College Readiness Program (CRP). On behalf of the Cluster, the Lead LEA is responsible for submitting required fiscal, program activity, and evaluation reports that are due to the California Department of Education:

Lead LEA Name/Address:	
County Code:	District Code:
CRP Cluster Coordinator Name and Title:	Telephone:
Fax:	Email:

Participating Schools:

_____
School Name/District   **Superintendent Typed Name**   **Signature**   **Date**

_____
School Name/District   **Superintendent Typed Name**   **Signature**   **Date**

_____
School Name/District   **Superintendent Typed Name**   **Signature**   **Date**

_____
School Name/District   **Superintendent Typed Name**   **Signature**   **Date**

_____
School Name/District   **Superintendent Typed Name**   **Signature**   **Date**

Participating CSU Partner:

_____
CSU Name   **CSU Representative (Typed Name and Signature)**   **Date**

        RETURN TO: Beckie Blakeman, Analyst
                California Department of Education
                Mathematics and Science Leadership Unit
                830 S Street
                Sacramento, CA 95814

SCHOOL SITE STAFF
2000-2001 COLLEGE READINESS PROGRAM (CRP)

Complete One Form Per School in CRP Cluster.

School Name:	District Name:
Address:	Cluster Lead LEA:
	Participating CSU:

County Code:	District Code:	School Code:

School Enrollment	Sixth	Seventh	Eighth	Telephone:

Fax:	Email:

Teachers Agreement: We agree to participate in the College Readiness Program cluster and accept the conditions of this grant.

Site CRP Coordinator Name	Signature	Title(s) of Math Course(s) Teaching

Name/Position	Signature	Title(s) of Math Course(s) Teaching

Name/Position	Signature	Title(s) of Math Course(s) Teaching

Name/Position	Signature	Title(s) of Math Course(s) Teaching

Name/Position	Signature	Title(s) of Math Course(s) Teaching

Principal's Support: I will support the efforts of my staff to implement this plan by facilitating release time for their collaboration and other professional development activities.

Principal's Name	Principal's Signature	Date

College Readiness Program (CRP)
Vision Document

Teacher Support:

Program Element	Existing Conditions	First Year Goals and Benchmarks	Four Year Vision
Content Knowledge			
Instructional Strategies			
Classroom Practices			

College Readiness Program (CRP)
Vision Document

Student Support:

Program Element	Existing Conditions	First Year Goals and Benchmarks	Four Year Vision
Academic Achievement			
Support Services			

Support:

School/District Policies and Practices			
Instructional Resources			
Parent/Community Involvement			

College Readiness Program (CRP)
First Year Implementation Plan

Target Area: ————————————————————————

Year One Goal: ————————————————————————————

Existing Conditions	Actions	Time Line
From FORM B:		

Note: Please duplicate Form C as needed for each of the eight target areas.

Proposed Budget Summary for Year 1
Grant Period: March 1, 2001- February 28, 2002

Name and Address of Lead School District/County Office:	
County Code:	District Code:
2000-2001 Funding Request:	Number of Middle Schools in CRP Cluster:
CRP Cluster Contact Name and Title:	Telephone:
Fax:	Email:

This budget should reflect the proposed expenditures for all schools in the cluster and various line items to implement the CRP program. Please refer to the California Accounting Manual for definitions of expenditures.

Object Code	Object of Expenditure	Year 1 Proposed Expenditures March 1, 2001- February 28, 2002	Other Funding Sources (if applicable)
1000-1999	Certificated Personnel Salaries		
3000-3999	Employee Benefits		
4000-4999	Books and Supplies		
5000-5999	Services and Other Operating Expenditures		
6000-6599	Capital Outlay		
	SUBTOTAL		
7000-7299	Tuition and Other Transfers Out $		
7300-7399	Direct Support/Indirect Costs		
	TOTAL		

PLEASE REFER TO PAGE 12, ITEM E. NOTES AND RESTRICTIONS FOR BRIEF EXPLANATION OF THE EXPENDITURE OBJECT CODES AND ABOUT LIKELY EXPENDITURES FOR THIS PROGRAM.

STOP! CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

Reviewed and Approved by:	Title:	Date:

COLLEGE READINESS PROGRAM (CRP)
Proposed Budget Justification for Year 1
Grant Period: January 2001 – June 2001

Name and Address of Lead School District or County Office:

County Code:	District Code:

Explain the calculation that led to the budget figures in the Proposed Budget Summary and how the funds link to the first year CRP implementation plan.

Object Code	Explanation of Expenditures

CRP SCORING GUIDE

Element A: Establishing a CRP Commitment and Partnerships

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of: - How the cluster partnership will be (or has been) developed and will be maintained including how decisions will be made; - The articulation and collaborations anticipated - The roles of the partnership members and stakeholders, who they are (including certificated employees at feeder elementary and high schools and those who work with students with disabilities and, where appropriate, teachers of students with limited-English proficiency); - The collaboration and partnership roles of the CSU partner; - The capacity for policy change in the partnership schools.	The application presents **a sufficient description** of: - How the cluster partnership will be (or has been) developed and will be maintained including how decisions will be made; - The articulation and collaborations anticipated - The roles of the partnership members and stakeholders, who they are (including certificated employees at feeder elementary and high schools and those who work with students with disabilities and, where appropriate, teachers of students with limited-English proficiency); - The collaboration and partnership roles of the CSU partner; - The capacity for policy change in the partnership schools.	The application presents **an inadequate description** of: - How the cluster partnership will be (or has been) developed and will be maintained including how decisions will be made; - The articulation and collaborations anticipated - The roles of the partnership members and stakeholders, who they are (including certificated employees at feeder elementary and high schools and those who work with students with disabilities and, where appropriate, teachers of students with limited-English proficiency); - The collaboration and partnership roles of the CSU partner; - The capacity for policy change in the partnership schools.	The application presents **an unclear or incomplete description** of: - How the cluster partnership will be (or has been) developed and will be maintained including how decisions will be made; - The articulation and collaborations anticipated - The roles of the partnership members and stakeholders, who they are (including certificated employees at feeder elementary and high schools and those who work with students with disabilities and, where appropriate, teachers of students with limited-English proficiency); - The collaboration and partnership roles of the CSU partner; - The capacity for policy change in the partnership schools.

CRP SCORING GUIDE

Element B: Needs Assessment and Goal Setting for CRP

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **clear and complete data and background information** for each middle school, including: ❑ baseline student achievement data on identified assessment tools and a complete profile which includes demographics; ❑ the math programs at cluster sites (including instructional strategies and resources, etc.); ❑ brief description of the cluster teachers of math as a whole (previous professional development, degrees, coursework, etc.); ❑ current professional development offered to these teachers of math. Goals and vision clearly address the current student and teacher needs and are achievable in specified timeframes.	The application presents **adequate data and background information** for each middle school, including: ❑ baseline student achievement data on identified assessment tools and a complete profile which includes demographics; ❑ the math programs at cluster sites (including instructional strategies and resources, etc.); ❑ brief description of the cluster teachers of math as a whole (previous professional development, degrees, coursework, etc.); ❑ current professional development offered to these teachers of math. Goals and vision address the current student and teacher needs and are achievable in specified timeframes.	The application presents **limited data and background information** for each middle school, including: ❑ baseline student achievement data on identified assessment tools and a complete profile which includes demographics; ❑ the math programs at cluster sites (including instructional strategies and resources, etc.); ❑ brief description of the cluster teachers of math as a whole (previous professional development, degrees, coursework, etc.); ❑ current professional development offered to these teachers of math. Goals and vision insufficiently address the current student and teacher needs or are not achievable in specified timeframes.	The application presents **unclear or incomplete data and background information** for each middle school, including: ❑ baseline student achievement data on identified assessment tools and a complete profile which includes demographics; ❑ the math programs at cluster sites (including instructional strategies and resources, etc.); ❑ brief description of the cluster teachers of math as a whole (previous professional development, degrees, coursework, etc.); ❑ current professional development offered to these teachers of math. Goals and vision do not address the current student and teacher needs and are not achievable in specified timeframes.

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Teacher Support - Content Knowledge

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Professional development in collaboration with the participating CSU includes a wide array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) New and experienced teachers form teams which encourage constant staff learning. Staff expertise is used to provide leadership for "in-house" workshops and meetings.	The application presents **a sufficient description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Professional development in collaboration with the participating CSU includes an adequate array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) New and experienced teachers form teams which encourage constant staff learning. Staff expertise is used to provide leadership for "in-house" workshops and meetings.	The application presents **a limited description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Professional development in collaboration with the participating CSU includes a limited array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) New and experienced teachers form teams which encourage constant staff learning. Staff expertise is used to provide leadership for "in-house" workshops and meetings.	The application presents **an unclear or incomplete** description of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Professional development in collaboration with the participating CSU includes a very limited array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.)

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Teacher Support - Instructional Strategies

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning. Professional development includes a wide array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) Teachers have adequate time to perfect new strategies with collaborative opportunities to discuss, reflect on, and try them out. Support for classroom implementation of the program is clearly outlined.	The application presents **an adequate description** of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning. Professional development includes an adequate array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) Teachers have sufficient time to perfect new strategies with collaborative opportunities to discuss, reflect on, and try them out. Support for classroom implementation of the program is clearly outlined.	The application presents **a limited description** of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning. Professional development includes a limited array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) Teachers have limited time to perfect new strategies with collaborative opportunities to discuss, reflect on, and try them out. Support for classroom implementation of the program is outlined.	The application presents **an unclear or incomplete description** of how the first year goals will be reached with the use of a mathematics coach, i.e. all proposed actions address current needs and are attainable within established timeline. Instructional strategies desired in classrooms are modeled in all professional development activities, including experiential learning. Professional development includes a very limited array of learning opportunities that engage teachers in experiencing, creating, and solving real problems, learning from their own experiences and collaboration with others in and outside of their school, e.g., teacher action research, writing and discussing cases, experiential learning. (See 15 strategies in <u>Designing Professional Development for Teachers of Science and Mathematics</u>.) Teachers have inadequate time to perfect new strategies with collaborative opportunities to discuss, reflect on, and try them out. Support for classroom implementation of the program is unclear or incomplete.

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Teacher Support - Classroom Practices

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application convincingly ensures that: ❑ variable grouping options are utilized and changed when appropriate ❑ teachers rethink their role with students and expand the number of ways students interact with learning content ❑ all students receive at least 50-60 uninterrupted minutes of mathematics instruction daily ❑ teachers are positive about the prospects for all students to achieve ❑ academic and social expectations are clearly understood by teachers and students alike ❑ intrinsic motivation is fostered in classrooms	The application presents **an adequate description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application sufficiently ensures that: ❑ variable grouping options are utilized and changed when appropriate ❑ teachers rethink their role with students and expand the number of ways students interact with learning content ❑ all students receive at least 50-60 uninterrupted minutes of mathematics instruction daily ❑ teachers are positive about the prospects for all students to achieve ❑ academic and social expectations are clearly understood by teachers and students alike ❑ intrinsic motivation is fostered in classrooms	The application presents **a limited description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application incompletely ensures that: ❑ variable grouping options are utilized and changed when appropriate ❑ teachers rethink their role with students and expand the number of ways students interact with learning content ❑ all students receive at least 50-60 uninterrupted minutes of mathematics instruction daily ❑ teachers are positive about the prospects for all students to achieve ❑ academic and social expectations are clearly understood by teachers and students alike ❑ intrinsic motivation is fostered in classrooms	The application presents **an unclear or incomplete description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application does not ensure that: ❑ variable grouping options are utilized and changed when appropriate ❑ teachers rethink their role with students and expand the number of ways students interact with learning content ❑ all students receive at least 50-60 uninterrupted minutes of mathematics instruction daily ❑ teachers are positive about the prospects for all students to achieve ❑ academic and social expectations are clearly understood by teachers and students alike ❑ intrinsic motivation is fostered in classrooms

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Student Support - Academic Achievement

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached to increase students enrollment and enable students to successfully master the Algebra I standards. All proposed actions address current needs and are attainable within established timeline A clear description is provided explaining the frequent formative and summative assessment of student achievement; a process which uses various methods, for example: ❑ portfolios ❑ observing students' habits and choices as they learn ❑ criterion-reference tests ❑ norm-referenced tests ❑ district assessment tools	The application presents **an adequate description** of how the first year goals will be reached to increase students enrollment and enable students to successfully master the Algebra I standards. All proposed actions address current needs and are attainable within established timeline. An adequate description is provided explaining the frequent formative and summative assessment of student achievement; a process which uses various methods, for example: ❑ portfolios ❑ observing students' habits and choices as they learn ❑ criterion-reference tests ❑ norm-referenced tests ❑ district assessment tools	The application presents **a limited description** of how the first year goals will be reached to increase students enrollment and enable students to successfully master the Algebra I standards. All proposed actions address current needs and are attainable within established timeline. A limited description is provided explaining the frequent formative and summative assessment of student achievement; a process which uses various methods, for example: ❑ portfolios ❑ observing students' habits and choices as they learn ❑ criterion-reference tests ❑ norm-referenced tests ❑ district assessment tools	The application presents **an unclear or incomplete description** of how the first year goals will be reached to increase students enrollment and enable students to successfully master the Algebra I standards. All proposed actions address current needs and are attainable within established timeline. An unclear or incomplete description is provided explaining the frequent formative and summative assessment of student achievement; a process which uses various methods, for example: ❑ portfolios ❑ observing students' habits and choices as they learn ❑ criterion-reference tests ❑ norm-referenced tests ❑ district assessment tools

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Student Support - Support Services

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Clear description includes: ❑ how the culture of the schools encourage students to take the more challenging courses to prepare them for advanced study ❑ how counseling services support students in selecting challenging mathematics courses ❑ support services well-coordinated with existing services ❑ extensions to incorporate various local and community-based support services ❑ tutoring and mentoring ❑ high school and college preparation information (academic and financial)	The application presents an **adequate description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Adequate description includes: ❑ how the culture of the schools encourage students to take the more challenging courses to prepare them for advanced study ❑ how counseling services support students in selecting challenging mathematics courses ❑ support services well-coordinated with existing services ❑ extensions to incorporate various local and community-based support services ❑ tutoring and mentoring ❑ high school and college preparation information (academic and financial)	The application presents **a limited description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Limited description includes: ❑ how the culture of the schools encourage students to take the more challenging courses to prepare them for advanced study ❑ how counseling services support students in selecting challenging mathematics courses ❑ support services well-coordinated with existing services ❑ extensions to incorporate various local and community-based support services ❑ tutoring and mentoring ❑ high school and college preparation information (academic and financial)	The application presents **an unclear or incomplete description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Description is unclear or incomplete.

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: School/District Policies and Practices

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application clearly and completely describes: ❑ how individual will redefine their work in relation to the way the entire school works ❑ how the school/district/cluster, as a learning organization, will redefine how the content and processes of learning engage students and teachers in active pursuit of learning goals. ❑ how professional learning becomes part of a teacher's role ❑ and is integral to the culture of the school/district/cluster ❑ how the curriculum, the context of each classroom, and the context of the entire school/district/cluster all consider teacher participation essential to program improvement	The application presents **an adequate description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application adequately describes: ❑ how individual will redefine their work in relation to the way the entire school works ❑ how the school/district/cluster, as a learning organization, will redefine how the content and processes of learning engage students and teachers in active pursuit of learning goals. ❑ how professional learning becomes part of a teacher's role and is integral to the culture of the school/district/cluster ❑ how the curriculum, the context of each classroom, and the context of the entire school/district/cluster all consider teacher participation essential to program improvement	The application presents **a limited description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application describes: ❑ how individual will redefine their work in relation to the way the entire school works ❑ how the school/district/cluster, as a learning organization, will redefine how the content and processes of learning engage students and teachers in active pursuit of learning goals. ❑ how professional learning becomes part of a teacher's role and is integral to the culture of the school/district/cluster ❑ how the curriculum, the context of each classroom, and the context of the entire school/district/cluster all consider teacher participation essential to program improvement	The application presents **an unclear or incomplete description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Application is unclear or incomplete.

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Instructional Resources

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. The application clearly and completely describes instructional resources which: ❑ Are or will become aligned with the algebra standards (p. 307-311 in Mathematics Framework) ❑ Allow access to students with multiple learning styles and include a variety of instructional options ❑ Emphasize depth of coverage ❑ Includes assessment options ❑ Balance procedural skills, conceptual understanding and mathematical reasoning	The application presents **an adequate description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. The application adequately describes instructional resources which: ❑ Are or will become aligned with the algebra standards (p. 307-311 in Mathematics Framework) ❑ Allow access to students with multiple learning styles and include a variety of instructional options ❑ Emphasize depth of coverage ❑ Includes assessment options ❑ Balance procedural skills, conceptual understanding and mathematical reasoning	The application presents **a limited description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. The application describes instructional resources which: ❑ Are or will become aligned with the algebra standards (p. 307-311 in Mathematics Framework) ❑ Allow access to students with multiple learning styles and include a variety of instructional options ❑ Emphasize depth of coverage ❑ Includes assessment options ❑ Balance procedural skills, conceptual understanding and mathematical reasoning	The application presents **an unclear or incomplete description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. The application is unclear or incomplete.

CRP SCORING GUIDE

Element C: The First Year CRP Implementation Plan Target Area: Parent/Community and CSU Involvement

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application presents **a clear and coherent description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Provided is a convincing description of how parents/guardians, community members and CSU will be most appropriately involved, for example: ❑ Parents are assisted in supporting their children's learning ❑ Parents/guardians have access to high school and college preparation information (academic and financial) ❑ Parent/community and CSU input is encouraged, valued and used in program planning ❑ Materials are available for extended learning outside of school ❑ The community is used as a classroom that offers abundant examples of how and why mathematics is important in our lives. ❑ Support from participating CSU is available to teachers and parent/community members.	The application presents **an adequate description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Provided is a sufficient description of how parents/guardians, community members and CSU will be most appropriately involved, for example: ❑ Parents are assisted in supporting their children's learning ❑ Parents/guardians have access to high school and college preparation information (academic and financial) ❑ Parent/community and CSU input is encouraged, valued and used in program planning ❑ Materials are available for extended learning outside of school ❑ The community is used as a classroom that offers abundant examples of how and why mathematics is important in our lives. ❑ Support from participating CSU is available to teachers and parent/community members.	The application presents **a limited description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Provided is a limited description of how parents/guardians, community members and CSU will be most appropriately involved, for example: ❑ Parents are assisted in supporting their children's learning ❑ Parents/guardians have access to high school and college preparation information (academic and financial) ❑ Parent/community and CSU input is encouraged, valued and used in program planning ❑ Materials are available for extended learning outside of school ❑ The community is used as a classroom that offers abundant examples of how and why mathematics is important in our lives. ❑ Support from participating CSU is available to teachers and parent/community members.	The application presents **an unclear or incomplete description** of how the first year goals will be reached, i.e. all proposed actions address current needs and are attainable within established timeline. Provided is an unclear and incomplete description.

CRP SCORING GUIDE

Element D: Continuous Improvement of CRP Effectiveness

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application describes **a very well-thought-out:**	The application describes **a well-thought-out:**	The application describes **a sufficient**:	The application describes **an inadequate**:
❑ Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of student achievement data	❑ Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of student achievement data	❑ Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of student achievement data	❑ Process for assessing effectiveness in each school and overall effectiveness as a cluster partnership, including use of student achievement data
❑ Process for sharing results with community	❑ Process for sharing results with community	❑ Process for sharing results with community	❑ Process for sharing results with community
❑ Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making	❑ Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making	❑ Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making	❑ Process for revision of program based on continuous assessment data and how staff and stakeholders are involved in the improvement process and decision-making
Clearly and completely describes the criteria for effectiveness including changes in percentages of all students successfully completing all mathematics courses with targets/benchmarks delineated.	Adequately describes the criteria for effectiveness including changes in percentages of all students successfully completing all mathematics courses with targets/benchmarks delineated.	Describes the criteria for effectiveness including changes in percentages of all students successfully completing all mathematics courses with targets/benchmarks delineated.	Unclearly and incompletely describes the criteria for effectiveness.

Multiple measures are not described. |
| Multiple measures are clearly described. | Multiple measures are adequately described. | Multiple measures are described. | |

CRP SCORING GUIDE

Element E: Budget Summary and Justification

Provides a Strong Description (4)	Provides An Adequate Description (3)	Provides A Limited Description (2)	Provides A Minimal Description (1)
The application **clearly describes** how funds will be used to provide the support to meet program goals. It specifically addresses how the activities justify the budget. If additional funds from other sources are designated to support this program, their use is specifically described. A maximum of 5% of the total cluster budget will be approved in the 4000 (books and supplies) object code. Supplies must be purchased only for use in the professional development program.	The application **adequately describes** how funds will be used to provide the support to meet program goals. It sufficiently addresses how the activities justify the budget. If additional funds from other sources are designated to support this program, their use is adequately described. A maximum of 5% of the total cluster budget will be approved in the 4000 (books and supplies) object code. Supplies must be purchased only for use in the professional development program.	The application **describes how** funds will be used to provide the support to meet program goals. It addresses how the activities justify the budget. If additional funds from other sources are designated to support this program, their use is described. A maximum of 5% of the total cluster budget will be approved in the 4000 (books and supplies) object code. Supplies must be purchased only for use in the professional development program.	The application **inadequately describes** how funds will be used to provide the support to meet program goals. It does not address how the activities justify the budget. If additional funds from other sources are designated to support this program, their use is not described.